Multiple Subject and Single Subject Clear Credential Program Standards

Commission on Teacher Credentialing

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Language Addressing the Teaching of English Learners
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Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811
 (888) 921-2682 (toll free)

This handbook is available at:
http://www.ctc.ca.gov/

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Introduction

The quality of public education depends substantially on the performance of professional educators. Like all other states, California requires educators to hold credentials granted by the state in order to serve in the public schools. Each state, including California, establishes and enforces standards and requirements for earning credentials for public school service. These certification standards and requirements are among the ways in which states exercise their constitutional responsibility for governing public education.

The quality of professional performance depends heavily on the quality of initial preparation. Each state has a legitimate interest in the quality of training programs for professional educators. In each state, completion of a professional preparation program that has been approved by the state's certification agency is a legal requirement for earning each type of credential, including teaching credentials. State legislatures adopt such requirements because they recognize the critical role of professional preparation in subsequent professional performance.

This handbook has been prepared to guide program sponsors in submitting documents for initial program approval as required by the *Accreditation Framework* and implemented by the Committee on Accreditation (COA) and the Commission on Teacher Credentialing (Commission).

This handbook is organized in three sections.

Section 1 provides information on the Standards of Quality and Effectiveness for Multiple and Single Subject Clear Credential preparation programs. The standards are available in Appendix A and Appendix B.

Section 2 provides the background for clear program standards revision and discussion of changes in program design.

Section 3 provides information for the preconditions and common standards, and lists the program standards.

The Commission is grateful to all the members of the profession who participated in the development of these program standards.

Section 1: Standards of Quality and Effectiveness

California state law authorizes the Commission on Teacher Credentialing to set standards and requirements for preparation of California teachers. The *Accreditation handbook* includes three types of standards:

- **Preconditions** established by State law or Commission policy must be met as a prerequisite to program accreditation. A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. Commission staff members determine whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine whether the program's quality satisfies the Commission's standards.

- **Common Standards** of program quality and effectiveness apply to all certificate and credential programs. This category includes standards regarding the overall leadership and climate for educator preparation within the unit at an institution, as well as standards pertaining to quality features that are common to all programs such as resources, coordination, admissions and advisement. The Common Standards are available in Appendix A

- **Program Standards** address the quality of program features that are specific to a credential, such as program design, curriculum, field experiences, and knowledge and skills to be demonstrated by candidates in the specific credential area. When institutions prepare for continuing accreditation reviews, they may consider from among three Commission-approved options for program-specific standards. The three options are: (1) California Program Standards, (2) National or Professional Program Standards, and (3) Experimental Program Standards. Different options may be exercised by different credential programs at an institution.

Standards are statements of program quality that must be fulfilled for initial or continued approval of teacher preparation programs by the Commission. The Commission adopts program standards and in June 2009 the Commission adopted the Multiple and Single Subject Clear Credential program standards. In each standard the Commission has detailed the minimum programmatic inputs and candidate competencies required for approval of a program.

The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information related to the standard. Program reviewers selected by the Executive Director must find that a program meets each Commission adopted standard. When the program has been deemed to meet all adopted standards, the program is recommended for approval to the COA, and the COA approves the program.

This handbook specifically addresses program standards for programs leading to a multiple or single subject clear credential. These program standards are available in Appendix B.

Section 2: Background for Standards Revision and Discussion of Change in Program Design

The SB 2042 reform (Chap. 548, Stats. 1998) had many goals, one of which is especially pertinent to the issues related to professional preparation discussed in this agenda item:

- An expectation that teachers complete a two-year induction program of support and formative assessment during the first two years of teaching before earning a clear teaching credential.

The vision of SB 2042, based on the recommendations of the precursor SB 1422 (Chap. 1254, Stats. 1992) panel, was to reconceptualize the learning to teach continuum as three years of situated learning. The one year preliminary preparation program was envisioned as the period when the individual acquires the initial knowledge, skills, and abilities to be a teacher. The following two year induction period would be the time when the beginning teacher puts pedagogical theories and content knowledge into practice in an actual classroom while under the guidance of a trained support provider. Induction was designed to be completed when the beginning teacher has his or her own classroom with K-12 students.

Education Code § 44259 (c) requires that the minimum requirements for the clear Multiple or Single Subject teaching credential shall include completion of a program of beginning teacher induction, including one of the following: (1) a program of beginning teacher support and assessment approved by the Commission and the Superintendent (Beginning Teacher Support and Assessment [BTSA] Induction) or; (2) an alternative program of beginning teacher induction that is sponsored by a regionally accredited college or university (Institution of Higher Education [IHE] Induction), in cooperation with one or more local school districts, that addresses the individual professional needs of beginning teachers and meets the Commission's standards of induction.

This same section of the Education Code states: "If an approved induction program is verified as unavailable to a beginning teacher, or if the beginning teacher is required under the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) to complete subject matter coursework to be qualified for a teaching assignment, the commission shall accept completion of an approved fifth-year program." Education Code § 44259 (d) further states: "The commission shall develop and implement standards of program quality and effectiveness that provide for the areas of application…starting in professional preparation and continuing through induction." Simply put, if neither a BTSA Induction nor an IHE Induction program is available to a beginning teacher, then an approved fifth-year program (Clear Credential program) meets the preparation requirement for a Clear Credential.

In 2004, subsequent legislation, AB 2210 (Chap. 343, Stats. 2004), clarified that induction is the required route to earn the Clear Credential unless an eligible employer verifies that induction (either BTSA Induction or IHE Induction) is not available or if the new teacher must meet requirements in order to be deemed "highly qualified" as required by the No Child Left Behind (NCLB) Act. At the June 2007 Commission meeting, staff presented the policy question related to the professional level of teacher preparation (i.e., preparation leading to a Multiple or Single

Subject Clear Teaching Credential): *What is the current level of comparability of the standards for Induction programs and Clear Credential (fifth year of study) programs, and how can disparities best be addressed?*

A stakeholder group of induction and university teacher preparation community members began meeting to review the two sets of standards and discuss the issues related to both Induction and Clear Credential programs. In order to address the comparability of these programs, this group recommended that that the Clear Credential programs should be required to address: 1) Induction Program Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy, and 2) Induction Program Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum in addition to the currently adopted Fifth Year of Study standards. This recommendation was adopted by the Commission in November 2007.

Two years after passage of AB 2210, the Governor signed SB 1209 (Chap. 517, Stats. 2006), an omnibus education bill, with impact on thirty different provisions of the Education Code. The bill took effect January 1, 2007, but many of the activities directed by this legislation were not effective until later in 2007 or 2008. The law redirected the requirements for Clear Credential programs (both Induction and Clear Credential programs) to focus on the application of knowledge and skills previously acquired in a preliminary credential program. SB 1209 deleted references to "the study of" specific subjects in favor of applied knowledge and skill in the areas of health, mainstreaming, and advanced computer-based technology.

Subsequently, on June 5, 2008, the Commission adopted new Induction program standards as part of the implementation of SB 1209. This action then necessitated that the Clear Credential program standards be updated as well in order to align with the newly revised and adopted Induction program standards. At its October 2008 meeting, the Committee on Accreditation recommended that another stakeholder meeting be held to bring the Clear Credential program standards into alignment with the revised Induction program standards.

Modification of Clear Credential Program Standards
On November 12, 2008 a stakeholder group from the induction and university communities met to review the new Induction standards, to discuss the issues related to both Induction and the Clear Credential programs, and to propose final revisions to the Clear Credential program standards. The group reviewed the previous Clear Credential program standards and the newly adopted Induction program standards to be able to make recommendations for future Clear Credential program standards.

Table 1 provides a comparison of the previous Clear Credential program standards, the 2008 adopted Induction program standards, and the 2009 Clear Credential program standards.

Table 1: Comparison of Adopted Clear Credential, Induction, and Proposed Clear Credential Program Standards

Previous Clear Credential Program Standards	Induction Program Standards (2008)	Clear Credential Program Standards (2009)
Common Standards		
1: Educational Leadership	1: Educational Leadership	1: Educational Leadership
2: Unit and Program Evaluation System	2: Unit and Program Evaluation System	2: Unit and Program Evaluation System
3: Resources	3: Resources	3: Resources
4: Faculty and Instructional Personnel	4: Faculty and Instructional Personnel	4: Faculty and Instructional Personnel
5: Admission	5: Admission	5: Admission
6: Advice and Assistance	6: Advice and Assistance	6: Advice and Assistance
7: Field Experiences and Clinical Practice	7: Field Experiences and Clinical Practice	7: Field Experiences and Clinical Practice
8: District-Employed Supervisors	8: District-Employed Supervisors	8: District-Employed Supervisors
9: Assessment of Candidate Competence	9: Assessment of Candidate Competence	9: Assessment of Candidate Competence
Program Standards: A) Programs Exhibit Effective Design Principles		
	1: Program Rationale and Design	1: Program Rationale and Design
	2: Communication and Collaboration	2: Communication and Collaboration
	3: Support Providers and Professional Development Providers	3: Support Provided to Participating Teacher
	4: Formative Assessment System	4: Systematic Formative Assessment
Program Standards: B) Programs Provide Opportunities for Participants to Demonstrate Effective Teaching		
1: Advanced Study of Health Education	5: Pedagogy	5: Pedagogy
2: Advanced Study of Teaching Special Populations	6: Universal Access: Equity for all Students	6: Universal Access: Equity for all Students
3: Advanced Study of Using Technology to Support Student Learning		

Previous Clear Credential Program Standards	Induction Program Standards (2008)	Clear Credential Program Standards (2009)
4: Advanced Study of Teaching English Learners		
5: Advanced Study of K-12 Core Academic Content and Subject Specific Pedagogy		
6: Advanced Study of Supporting Equity, Diversity, and Access to the Core Curriculum		

Individuals employed in private schools or other teaching positions, but not K-12 public schools, may participate in an approved induction program but are not supported by state funding. The employer of a preliminary credential holder must complete and sign Form CL 855, "*Verification of Unavailability of a Commission Approved Induction Program*" stating that Induction is not available to the individual to allow that person to utilize the Clear Credential program route to earn the clear credential (http://www.ctc.ca.gov/notices/coded/050010/050010.pdf).

Approval of Clear Credential Programs
Program sponsors may seek approval of a program for the clear credential in order to accommodate candidates described above. Only program sponsors who are approved for Multiple or Single Subject programs under the SB 2042 standards are eligible to submit proposals.

Approval of the Clear Credential Program represents a change from earlier practice. The program sponsor seeks approval of the entire Clear Credential program, rather than individual components. Previously, individual courses were approved for use in the Fifth Year of Study Program and could result in a "piecemeal" approach to meeting the requirements. This new approval process applies to graduates of SB 2042 programs for the Multiple or Single Subject Credentials and replaces the earlier process. A Clear Credential Program is defined as a program that meets the Clear Credential Program Standards. There is no unit minimum for a Clear Credential Program.

Guidance for Approved Clear Credential Preparation Programs
Although, completion of a Commission-approved induction program is the required route to earn an SB 2042 clear multiple subject or single subject teaching credential, if a beginning teacher is eligible for induction but an employing agency verifies that induction is not available, he or she may complete a Commission-approved clear credential program. An employing agency is defined in regulation as public school districts, county offices of education, schools that operate under the direction of a California state agency, nonpublic, nonsectarian schools and agencies, charter schools and private schools.

The employing agency will determine if the beginning teacher completes an induction program or is eligible to complete an approved clear credential program. A *Verification of Unavailability of a Commission-Approved Induction Program* (Form CL-855) must be completed by the employing agency to allow a beginning teacher with a multiple subject or single subject credential issued on or after August 30, 2004 to complete an approved clear credential program.

It is the responsibility of the college or university admitting a teacher into an approved clear credential program to ensure that the individual provides documentation from an employing agency verifying that induction is not available to the teacher; and therefore, the teacher may complete an approved clear credential program. The approved clear credential program must submit the recommendation for the clear credential once the individual completes the clear credential program.

Completion of the Clear Credential Program
Approved program sponsors will determine that the candidate has completed the approved program. When the candidate finishes the clear credential program, the program sponsor will submit the candidate's recommendation through the Commission's electronic recommendation process.

Preconditions

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy.

There are essentially two kinds of preconditions. The first are the Commission's 10 General Institutional Preconditions. These apply to all professional preparation programs—teacher and services credential preparation programs. These preconditions do not apply to subject matter programs.

The second type of preconditions are those that apply to particular kinds of credential preparation programs. There are 4 Program Specific preconditions that apply to all types of educator preparation programs. In addition, there are preconditions for many types of educator preparation programs. All program sponsors must respond to each of the applicable preconditions.

Click to the following link to locate the Preconditions. http://www.ctc.ca.gov/educator-prep/standards/Standards-Preconditions.pdf.

*The required Preconditions for the **General Education Clear Program** are: General Preconditions 1-10; and Program Specific Preconditions 1-4.*

Common Standards

The Common Standards address issues of institutional infrastructure, stability and processes that are designed to ensure that the implementation of all approved programs is successful and meets all standards. Consequently, there is a single response to the nine Common Standards that reflects the institution's support of each of its educator preparation programs. Institutions are required to submit information related to the Common Standards to the Commission at two points in the accreditation system: 1) during year 5 of the accreditation cycle- the year before the accreditation site visit; and 2) upon submitting a new program proposal.

The institution must develop **one response** to the Common Standards that reflects institutional support for all approved educator preparation programs. In other words, individual programs do not respond to the Common Standards. The Common Standards document is inclusive of the entire unit consequently only one Common Standards document will be maintained at the CTC for each approved institution/program sponsor regardless of how many approved programs are offered. Click on the following link to locate the Common Standards
http://www.ctc.ca.gov/educator-prep/STDS-common.html.

If the institution's Common Standards are up to date and the institution submits a new program proposal, the institution must complete an addendum to the Common Standards that assures the Commission that the institution will support the proposed program in the same way it has supported other educator preparation programs. Click on the following link to locate the Common Standards Addendum http://www.ctc.ca.gov/educator-prep/program-standards.html.

The Common Standards Glossary should be consulted for definitions of any of the terms found in *italics* in the Common Standards.

Multiple and Single Subject Clear Credential Program Standards (2009)

Category A: Programs Exhibit Effective Design Principles

Program Standard 1: Program Rationale and Design
The clear credential program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers. The design is responsive to individual teacher's needs, and is consistent with Education Code. The design is relevant to the contemporary and complex conditions of teaching and learning in California classrooms. It provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, preparation of individuals providing support to participating teachers, and program evaluation.

The program design provides purposeful opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes collaborative experiences with colleagues and resource personnel and includes regular and frequent individualized support and assistance to each participant based on systematic formative assessment. The clear credential program collaborates with P-12 organizations to integrate clear credential program activities with district and partner organizations' professional development efforts.

Program Standard 2: Communication and Collaboration
The clear credential program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to a clear credential program by building upon and providing opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

The clear credential program collaborates regularly with partner school and/or district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services or other personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaboration between the clear credential program and administrators establishes a professional, educational community, ensuring structures that support the activities of the program and coordinating additional site/district professional development opportunities.   Programs communicate with site/district administrators regarding the importance of new teacher development and working conditions that optimize participating teachers' success. In order to effectively transition the new teacher from induction to the role of professional educator the program communicates with site administrators regarding effective steps to ameliorate or overcome challenging aspects of teachers' work environments.

Program Standard 3: Support Provided to Participating Teacher

The program selects, prepares, and assigns individual(s) to provide support to participating teachers using well-defined criteria consistent with the assigned responsibility in the program.

The program provides initial and ongoing professional development to individuals supporting participating teachers to ensure they are knowledgeable and skilled in their roles. The program ensures ongoing and regular support to meet the individual needs of the participating teacher. The program leadership ensures that those providing support are knowledgeable and skillful in mentoring, the *California Standards for the Teaching Profession, Effective Teaching* Standards (Category B of the Clear Credential Program Standards), as well as the appropriate use of the instruments and processes of formative assessment.

The program has defined criteria for assigning individual(s) providing support to participating teachers in a timely manner. Clear procedures are established for adjusting support when there is evidence from the participating teacher or the program that support is ineffective.

The program regularly assesses the quality of services provided by those who support participating teachers. The program leaders provide formative feedback on their work, retaining only those who meet the established criteria.

Program Standard 4: Systematic Formative Assessment

The clear credential program utilizes systematic formative assessment to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The program's systematic formative assessment is characterized by a plan-teach-reflect-apply cycle. The formative assessment, designed to improve teaching practice, is based on *California Standards for the Teaching Profession* (CSTP) and aligned with the P-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. Reflection on evidence of practice is a collaborative process with a prepared individual providing support and/or other colleagues as designated by the clear credential program.

Participating teachers and individuals providing support collaborate to develop a professional growth plan based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results. The plan guides the activities to support growth and improvement of professional practice in at least one content area of focus. The plan is a working document, and is periodically revisited for reflection and updating.

**Category B: Programs Provide Opportunities for
Participants to Demonstrate Effective Teaching**

Program Standard 5: Pedagogy
Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-dominant English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

Program Standard 6: Universal Access: Equity for all Students
Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, racial, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.

Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.

a) **Teaching English Learners**
   To ensure academic achievement and language proficiency for English learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the

identification, reclassification and monitoring processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as state language proficiency assessments, state standards assessment and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers demonstrate effective strategies that support student learning and lead to mastery of academic content standards and objectives. Participating teachers also develop language objectives to addresses language and literacy demands inherent in content area instruction (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).

Participating teachers demonstrate skills for managing and organizing a classroom with first- and second-language learners.

Participating teachers plan instruction that demonstrate their understanding of the importance of students' family and cultural backgrounds, and experiences.

Participating teachers communicate effectively with parents and families, taking into account the linguistic and cultural backgrounds of students and their families.

Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

b) **Teaching Special Populations**
To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers appropriately identify factors that could affect the determination of an English Learner's language/learning disability. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on assessed student needs, participating teachers provide differentiated instruction including accommodations and modifications based on assessed student needs. Participating teachers recognize student strengths and needs, use positive behavioral support strategies,

and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).